

St Cuthbert Mayne School

Educating for life in all its fullness



Job Information Pack

Welcome to St Cuthbert Mayne School

'Educating for life in all its fullness'

Welcome from the Headteacher

We are seeking to appoint up to four enthusiastic and hardworking Learning Support Assistants/ Mentors who can build positive working relationships with our students. Our Learning Mentors work to support students who have a range of special educational needs both in class and through small group intervention.

Our provision for students with SEND has been transformed over recent years. These posts have come about because we want to expand our experienced team so that we can provide even more support. We are ambitious for all students, particularly those with SEND. The SEND Team has purpose built accommodation, which includes a learning hub, intervention spaces, regulation rooms and office space. This accommodation reflects our ambition to provide the best possible education and learning environment for all students so that they can live life to the full both now and in the future.

If you are passionate about transforming the lives of our students and believe you have the skills and experience to make a difference then we want to hear from you.

About our School

St Cuthbert Mayne School is a Joint Roman Catholic & Church of England School that welcomes all students and staff from across Torbay and South Devon, regardless of whether they are Christian or not.

There are currently over 1000 students on roll and the school is growing in size year on year. The teaching accommodation is of mixed age but well-resourced and maintained. Over recent years there has been some significant capital investment made to improve the school accommodation.

In June 2025, the school was inspected by Ofsted and received a Good judgment across all inspection areas. This followed a highly successful section 48 inspection in September 2024, which inspected the Christian life and mission of the school. The school achieved the highest judgement grade in this inspection. We were delighted that both inspections recognised the good work that goes on in our school. It is therefore an exciting time to join us on our journey to provide an outstanding, inspirational and challenging education for all students. We have a relentless focus on ensuring that our children have access to an ambitious and engaging curriculum that equips them with the essential knowledge and skills they need so that they live life to the full both now and in the future.

As a joint Roman Catholic & Church of England School, we work in partnership with the dioceses of Plymouth and Exeter as well as Torbay Council. Our school is not part of a Multi-Academy Trust but we are proud to work in partnership with Education South West as part of a strong family of schools to ensure all children live great lives.

To find out more about our school please visit our website: <https://www.st-cuthbertmayne.co.uk>



The SEND Team

We have an outstanding SEND Team who go above and beyond to meet the needs of students who need something 'additional and different' in school. Learning Mentors form a key part of this hardworking and dedicated team. We have recently transformed the provision for SEND students in our school. There are specialist facilities to support students with a wide range of SEND needs and we have significantly improved the accessibility for students with disabilities.

The team are currently trained to deliver a number of interventions outside of the classroom covering all four broad areas of need, including literacy and numeracy, as well as ELSA, Drawing and talking, Social Group therapy and active listening for active learning. We have built our provision and expertise over recent years and are continually looking for ways to develop this further.

The SEND team currently is made up of; The SENDCO, Deputy SENDCO, HLTA, SEMH Targeted Intervention Worker, English Learning Coach, Maths Learning Coach and 12 Learning Mentors, all of whom endeavour to provide the best support that enables our SEND students to achieve the best outcomes.

About this post

Salary: Grade D 6 Actual Salary - £21,779 (Full Time Equivalent - £25,989)

Hours: 36.25 hours per week (8.30am – 4.15 pm, to include a 30 minute unpaid lunch)

Weeks: 39 weeks per year (38 weeks term-time + 5 INSET Days)

Application Process

Full details about this post and how to apply on our website can be found at:

<https://st-cuthbertmayne.co.uk/vacancies/>

The closing date for this post is: **Friday 10th July at 10am**

Applicants will need to be available for an interview on Wednesday 15th July.

Job Description - Learning Support Assistant/Mentor

Post Title:	Learning Support Assistant/Mentor
Accountable to (Line Manager):	Deputy SENDCo, SENDCo, Deputy Headteacher (Inclusion) the Headteacher, and the Governors of St Cuthbert Mayne School.
Responsible to (day to day):	Deputy SENDCo
Salary Grade:	Grade D 6
School Area:	Learning Support
Hours of Work:	36.25 hours per week, 39 weeks per year (38 weeks term time plus one week INSET. 8:30am - 4:15pm Monday - Friday (Including 0.5 hour unpaid lunch)

1. Key Purpose of Job

- To support students who are identified as having special educational needs to ensure they achieve the best possible outcomes and live life to the full, both now and in the future.
- Within the agreed system of supervision, to implement agreed intervention programmes with small groups and individuals, both in and out of the classroom, to help them overcome barriers to learning.
- To ensure professional interaction with school leadership, Deputy SENDCo, Pupil Premium Co-ordinator, teaching and support staff, Governors, outside bodies, students and parents and to carry out any other duties as reasonably assigned by the Headteacher.
- Play an active part in creating a positive environment throughout the whole school.
- Responsible for safeguarding and promoting the welfare of children at all times.

2. Key Duties and accountabilities of the post

- Use specialist skills and training to implement a number of small group and 1:1 interventions outside of the classroom to overcome learning difficulties for all 4 broad areas of need.
- Use specialist skills/training/experience to support students to develop their numeracy and literacy skills through 1:1 and small group work.
- Work with other staff in planning, evaluating and adjusting intervention activities as appropriate.
- Complete a range of assessments to determine where students have specific areas of need.

- Implement agreed intervention programmes, adjusting learning activities according to students' responses/needs.
- Assist the SENDCo and Deputy SENDCo with the development and implementation of Individual Learning Plans as appropriate.
- Establish productive working relationships with students, acting as a role model and setting high expectations.
- Challenge and motivate students, promote and reinforce self-esteem, provide feedback to students in relation to progress, achievement, behaviour, attendance etc.
- Promote independence and employ strategies to recognise and reward achievement.
- Create and maintain a purposeful, orderly and productive working environment.
- Ensure timely and accurate design, preparation and use of specialist equipment/resources/materials.
- Maintain records, information and data, producing analysis and reports as required.
- Promote and ensure the health and safety and good behaviour of students at all times.
- Accurately record achievement/progress.
- Administer routine assessments.
- Support students in Pre Public Examinations and Public Examinations.
- Basic maintenance of specialist equipment.
- Demonstrate and assist in the safe and effective use of specialist equipment/materials.
- Provide specialist advice and guidance as required.
- Implement local and national learning strategies.
- Make effective use of opportunities provided by other learning activities to support the development of relevant skills.
- Be aware of and comply with school policies and procedures.
- Be aware of and support differences and ensure all students have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Establish constructive relationships and communicate with the Intervention Lead, YCO/HOD/SENDCo/ Pupil Premium Co-ordinator, to support achievement and progress of students.
- Participate in training and other learning activities and performance development as required.

3. Other Duties

- To maintain up to date knowledge of relevant legislation, local provision and policy developments.
- Be aware of and comply with school policies and procedures at all times.
- Contribute to the overall ethos / work / aims of the school.
- Promote positive behaviour.
- Attend relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Present a professional and positive personal image, contributing to a welcoming school environment which supports equal opportunities.
- To undertake additional duties as required, commensurate with the level of the job.
- To safeguard students at all times reporting any concerns to the Designated Safeguarding Lead or Child Protection and Safeguarding Officer.
- To contribute to the development of school policies relating to the role

4. Health and Safety

- Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
- Cooperate with the employer on all issues to do with Health, Safety & Welfare including this as a standing item on departmental agendas.
- Cooperate with the employer on all issues to do with GDPR.
- Ensure regular risk assessments are carried out as per school policy and refer to relevant parties.
- Be aware of the need for good life/work balance for all staff.

5. School Ethos and Values

- To conduct oneself in a manner befitting a teacher at all times, ensuring behaviours that display positivity to others.
- To make maximum use of opportunities to generate a culture of celebration and praise amongst the staff and students of the school.
- Promote the health, welfare and emotional well-being of all students and staff.
- Promote equality of opportunity for all students and staff.

6. Other

- All staff must commit to Equal Opportunities and Anti-Discriminatory Practice.
- The post-holder is expected to familiarise themselves with and adhere to all relevant policies and procedures.
- Take responsibility for personal health and wellbeing, modelling good work/life balance to colleagues, staff and students.

Safeguarding

St Cuthbert Mayne School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

Roles and job descriptions are subject to an annual review.

Person Specification - Learning Mentor

	Essential	Desirable	Evidence based
Qualifications			
Level 2 qualifications in English and Maths (GCSE grade C/5 or above)	Essential		Application Certificates
Level 3 qualifications		Desirable	Application Certificates
Degree or equivalent		Desirable	Application Certificate
A willingness to achieve a HLTA qualification in the near future.		Desirable	Application Certificate
Recent participation in a range of relevant in-service training/initial training programmes		Desirable	Application Certificate
Professional Experience and Knowledge			
Successful experience of working in an educational setting		Desirable	Application
Successful experience of supporting children with Special Educational Needs and/or Disabilities		Desirable	Application Interview
Good knowledge and understanding of interventions that can be used to support children with learning difficulties		Desirable	Application Interview
Understanding of effective behaviour management strategies		Desirable	Application interview
Experience in a comprehensive school		Desirable	Application Interview
A knowledge and experience of Child Protection and Safeguarding procedures	Essential		Application Interview
Experience of working in collaboration with other educational bodies and the wider community to develop positive relationships		Desirable	Application Interview
Professional skills			
Ability to communicate effectively orally and in writing to a range of audiences	Essential		Application Interview
Well-developed interpersonal skills	Essential		Application Interview
Strong commitment to team working and partnership	Essential		Application Interview

Ability to use new and emerging technologies to support improvement	Essential		Application Interview
Personal Qualities			
Committed to the development and maintenance of good relationships with staff, parents, students, governors, and the community	Essential		Interview
Positive, enthusiastic outlook, embracing risk and innovation	Essential		Interview
Good organisation skills	Essential		Interview
A sense of humour	Essential		Interview
Demonstrate respect and empathy towards others	Essential		Interview
Resilience, perseverance and optimism in the face of difficulties and challenges	Essential		Interview
Ability to be consistently decisive and focused on solutions	Essential		Interview
Commitment and dedication to social justice, equality and excellence	Essential		Interview
Capacity to be flexible, adaptable and creative	Essential		Interview
Committed to the CPD of self and others in the school	Essential		Application Interview
Committed to a collaborative school vision of excellence and equity that sets high standards for all and welcomes and secures the support of others in achieving it	Essential		Interview
Willingness to develop/be sensitive towards the Christian ethos of the school	Essential		Interview
The ability to form and maintain appropriate relationships and personal boundaries with children and young people in line with the safeguarding and child protection policy and staff code of conduct	Essential		Interview
Equal opportunities			
Candidates must demonstrate an awareness and understanding of equal opportunities	Essential		Application Interview